***GRASPS Frame***

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| ***G***  Real-World **Goal** | This unit will provide students with insight into the nature of scarcity and what causes it. Students will have an understanding of patterns of scarcity across the globe and how it looks in specific locations. |
| ***R***  A meaningful **role** for the student | Students will act as representatives for humanitarian/charitable organizations (real or imagined) that focus on specific types of scarcity in specific locations. They will become experts in this organization and what it stands for by internalizing the circumstances surrounding scarcity in a given location. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will persuasively advocate for their organization when they present to their classmates by detailing the extent of scarcity in their specialty region, as well as describing the historical context in which the scarcity occurs, with some kind of prognosis for the future of scarcity in that place. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will learn about scarcity by researching primary source documents for clues about why scarcity occurs and how to tackle it. |
| ***P***  Student-generated culminating **products** and **performances** | When students present to their peers, they will utilize some form of visual aid. The variety of visual aid is at their discretion. They can choose PowerPoints, Prezis, videos, slideshows, dramatization, etc. The presentations are given from the perspective of a representative from a humanitarian organization, and they are intended to persuade classmates to empathize. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be given feedback on rubrics to establish expectations for the length, quality, and content of their presentations. They will be graded on the use of visual aids, the incorporation of significant information, the persuasiveness of their writing, the extensiveness and thoughtfulness of their historical analysis, etc. The teacher will grade presentations using the rubric, although peer feedback will be incorporated into the judging process as well. |